

Quarter 1

Reading Literature

- RL.1.1:** Ask and answer questions about key details in a text.
- RL.1.2:** Retell stories, including key details, and demonstrate understanding of the central message or lesson.
- RL.1.5:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6:** Identify who is telling the story at various points in a text.
- RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10:** With prompting and support, read prose and poetry of appropriate complexity for grade one.

Reading for Information

- RI.1.1:** Ask and answer questions about key details in a text.
- RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.10:** With prompting and support, read informational texts appropriately complex for grade one.

Writing

- W.1.3:** Write narratives in which they recount two or more appropriately sequenced events; include some details regarding what happened, use temporal words to signal event order and provide sense of closure.
- W.1.5:** With guidance and support from adults and suggestions from peers, add details to strengthen writing.
- W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

- L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- a) Print all upper and lowercase letters.
 - b) Use common, proper, and possessive nouns.
 - c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, there, anyone, everything).
 - e) Use verbs to convey a sense of past, present, future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.2: Demonstrate command of the conventions of standard English; capitalization, punctuation, and spelling when writing.**
- a) Capitalize dates and names of people.
 - b) Use end punctuation for sentences.
- L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.**
- a) Use sentence-level context as a clue to the meaning of a word or phrase.

Foundational Skills

- RF1.1: Demonstrate understanding of the organization and basic features of print.**
- a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a) Distinguish long from short vowel sounds in spoken single-syllable words.
- b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF1.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a) Know the spelling-sound correspondences for common consonant digraphs.
- b) Decode regularly spelled one-syllable words.

Speaking and Listening

SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c) Ask for clarification and further explanations as needed about the topics and texts under discussion.

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.****SL1.6: Produce complete sentences when appropriate to task and situation.**

Quarter 2

Reading Literature

Reading for Information

New Standards

RL.1.3: Describe characters, settings, and major events in a story, using key details.

RI.1.2: Identify the main topic and retell key details of a text.

RI.1.5: Know and use various text features to locate key facts or information in a text.

RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7: Use the illustrations and details in a text to describe its key ideas.

Review Standards

RL.1.1: Ask and answer questions about key details in a text.

RL.1.2: Retell stories, including key details, and demonstrate understanding of the central message or lesson.

RL.1.6: Identify who is telling the story at various points in a text.

RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade one.

RI.1.1: Ask and answer questions about key details in a text.

RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.10: With prompting and support, read informational texts appropriately complex for grade one.

Writing

New Standards

W.1.2: Write informative explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.

W.1.7: Participate in shared research and writing projects.

Review Standards

W.1.5: With support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.

W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

New Standards

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f) Use frequently occurring adjectives

g) Use frequently occurring conjunctions (e.g., and, but, or, so, because).

j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L1.2: Demonstrate command of the conventions of standard English; capitalization, punctuation, and spelling when writing.

- c) Use commas in dates and to separate single words in a series.
- d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- b) Use frequently occurring affixes as a clue to the meaning of a word.

L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- d) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives different in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Review Standards

L1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- a) Use sentence-level context as a clue to the meaning of a word or phrase.

Foundational Skills

New Standards

RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- c) Know final –e and common vowel team conventions for presenting long vowel sounds.
- d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e) Decode two-syllable words following basic patterns by breaking the words into syllables.
- f) Read words with inflectional endings.

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

- a) Read on-level text with purpose and understanding.
- b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Review Standards

RF1.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a) Know the spelling-sound correspondences for common consonant digraphs.
- b) Decode regularly spelled one-syllable words.

Speaking and Listening

New Standards

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Review Standards

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Quarter 3	
Reading Literature	Reading for Information
New Standards	
RL.1.4: Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.	RI.1.3: Describe the connection between two individuals, events, ideas or pieces of information in a text. RI.1.8: Identify the reasons an author gives to support points in a text.
Review Standards	
RL.1.1: Ask and answer questions about key details in a text. RL.1.2: Retell stories, including key details, and demonstrate understanding of the central message or lesson. RL.1.3: Describe characters, settings, and major events in a story, using key details. RL.1.6: Identify who is telling the story at various points in a text. RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade one.	RI.1.1: Ask and answer questions about key details in a text. RI.1.2: Identify the main topic and retell key details of a text. RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5: Know and use various text features to locate key facts or information in a text. RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7: Use the illustrations and details in a text to describe its key ideas. RI.1.10: With prompting and support, read informational texts appropriately complex for grade one.
Writing	
New Standards	
W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion supply a reason for the opinion and provide some sense of closure.	
Review Standards	
W.1.5: With support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing. W.1.7: Participate in shared research and writing projects. W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
Language	
New Standards	
L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. h) Use determiners (e.g., articles, demonstratives). i) Use frequently occurring prepositions (e.g., during, beyond, toward). L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of	

strategies.

c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

c) Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).**Review Standards****L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.**

- a) Use sentence-level context as a clue to the meaning of a word or phrase.
- b) Use frequently occurring affixes as a clue to the meaning of a word.

Foundational Skills**New Standards****RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

g) Recognize and read grade-appropriate irregularly spelled words.

Review Standards**RF1.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

- a) Know the spelling-sound correspondences for common consonant digraphs.
- b) Decode regularly spelled one-syllable words.

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

- a) Read on-level text with purpose and understanding.
- b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening**Review Standards****SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

- a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c) Ask for clarification and further explanations as needed about the topics and texts under discussion.

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Quarter 4	
Reading Literature	Reading for Information
New Standards	
RL.1.9: Compare and contrast the adventures and experiences of characters in stories.	RI.1.9: Identify basic similarities in and differences between two texts on the same topic.
Review Standards	
RL.1.1: Ask and answer questions about key details in a text. RL.1.2: Retell stories, including key details, and demonstrate understanding of the central message or lesson. RL.1.3: Describe characters, settings, and major events in a story, using key details. RL.1.6: Identify who is telling the story at various points in a text. RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade one.	RI.1.1: Ask and answer questions about key details in a text. RI.1.2: Identify the main topic and retell key details of a text. RI.1.3: Describe the connection between two individuals, events, ideas or pieces of information in a text. RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5: Know and use various text features to locate key facts or information in a text. RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7: Use the illustrations and details in a text to describe its key ideas. RI.1.8: Identify the reasons an author gives to support points in a text. RI.1.10: With prompting and support, read informational texts appropriately complex for grade one.
Writing	
New Standards	
W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Review Standards	
W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion supply a reason for the opinion and provide some sense of closure. W.1.2: Write informative explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. W.1.3: Write narratives in which they recount two or more appropriately sequenced events; include some details regarding what happened, use temporal words to signal event order and provide sense of closure. W.1.5: With support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing. W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	

Language

Review Standards

L1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- a) Use sentence-level context as a clue to the meaning of a word or phrase.
- b) Use frequently occurring affixes as a clue to the meaning of a word.

Foundational Skills

Review Standards

RF1.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a) Know the spelling-sound correspondences for common consonant digraphs.
- b) Decode regularly spelled one-syllable words.

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

- a) Read on-level text with purpose and understanding.
 - b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

Review Standards

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.